In stages, all children complete editing in the following order:

Stage 1 - Sense

Stage 2 - Sp

Stage 3- P and G

Stage 4 - Effect (GD) - would need flexible grouping

YG	Marking codes	Editing expectations
2	S (sense)	Underlining/circling
	SP (spelling)	identified errors.
(Teachers to	Н	
use judgement	(handwriting)	2 or 3 initials provided
when marking,	P	
taking into	(punctuation)	All initials should be
consideration		focused on the coverage
the child's		that children have
ability)		received, eg: spellings
		should be CEW or
		spelling patterns that
		have been covered.
Years 3 and 4	H	Underlining/circling
	(handwriting)	identified errors for
/m 1	S (sense)	lower able children.
(Teachers to	P	
use judgement	(punctuation)	3 - 4 initials provided
when marking,	SP (spelling)	All initials should be
taking into	G (grammar)	All initials should be
consideration the child's	E (effect -	focused on the coverage that children have
ability)	mood,	received, eq: spellings
antitcy)	language	should be CEW or
	choices etc) V -	spelling patterns that
		have been covered.
Voor 5 and 6	vocabulary	Underlining/circling
Year 5 and 6	H (lowers)	identified errors for
	S	lower able children.
	P	TOWER ADIE CHITICIEM.
	SP	

(Teachers to	G	5 - 6 initials provided
use judgement	E	
when marking,	V	All initials should be
taking into	F (formality)	focused on the coverage
consideration	_	that children have
the child's		received, eg: spellings
ability)		should be CEW or
		spelling patterns that
		have been covered.
		Year 6:
		Mid Spring 2 - pull back
		initials to full stops
		in the margin- reducing
		support.
		6 weeks before
		moderation- no marking